Submission of Report by Acharya Ramamnrti Committee

447. DR. R. K. PODDAR:
PROF. SOURENDRA BHATTACHARJEE:
SHRI N. E. BALARAM: SHRI RAM IETHMALANL

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Acharya Ramamurti Committee, which was constituted to review the National Education Policy has submttecl its report to Government;

(b) if so, what are the main recommendations made by the said Committee; and

(c) what is Government's reaction thereto?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI BHAGEY GOBARDHAN): (a) Yes. Sir.

(b) A statement containing the gist of the main recommendations is attached. *{see* below).

(c) The Report would be examined on its merits and appropriate dicisions taken.

Statement

List of the main recommendations

1. Constitutional directive for UEE (Article 45) to be enlarged to include ECCE (Early Childhood Care and Education).

2. Government to examine scope for making UEE a fundamental right.

3. Non-formalisation of formal education in schools to be brought about, facilitate easier and cost-effective UEE; the process to be implemented over a period of time.

4. ECCE to be organically linked with UEE.

5. A series of measures for women's education, including by attending to the problems outside education obstructing their access to, and retention in education.

6. Phased implementation of the Common School System; equity and social justice to be brought to bear on meaningful streategies for Scheduled-CasteS and Scheduled Tribes and other educationally backward sections; impact of incentive schemes for SC| STs to be reviewed; an overall strategy of improving the educational environment of the Scheduled Castes, Scheduled Tribes to be evolved; specific budgeting for special component plan and tribal sub-plan to be introduced.

7. A fair deal to be moted out for educationally backward minorities; intensive area approach to be followed in implementing educational programmes for minorities; involvement of progressive voluntary organisations working amongst minorities for their educational development to be organised.

8. Meaningfulmonitoring angements for watching progress of educatoinal measures for Scheduled Castes, Scheduled Tribes, backward sections and minorities to be established.

9. While NLM and mass campaigns may be continued, their impact to be studied and alternative strategies to be evolved; a new approach to proceed from basic developmental programmes for minorities to their adult literacy to be evolved, as against proceeding from adult literacy taking it as their felt-need which is not actually the case: in other words, adult literacy to be imparted on felt-need basis; alternative models like of the Manila Samakhya to be tried out for adult education: infrastructure in the rural areas available under other departments to be mobilised for adult

education; by coordination efforts on the initiative of the Department of Education.

10. Integrated courses of vocationalisa-tion to be introduced discontinuing separate streams of vocationalisation.

11. Involvement of the teacher and student community in higher education level in community work as part of their academic activities; specifically this strategy to be utilized for improvement of school education, specially universalisation of elementary education.

12. Detailed impact study of thrust area schemes to be undertaken; updating of financial implication of Kalbag Committee report and early implementation of the report so that community polytechnics could be meaningfully pressed into the service of the rural people who are to be given vocational skills and adult literacy in the process.

13. A time-bound programme for switch over to the regional languages medium at all levels of education; rationalisation of the national language institutions by giving them autonomous status wherever it has not been given: even implementation of three-language formula to be brought about a standard setting national level body for development and promotion of Sanskrit education to be established: universalisation of mother tongue instruction for all linguistic minorities to be ensured: measures for development of stateless language to be undertaken.

14. Primacy to be assured by the Education Department in educational content development in terms of culture, value and youth components; education technology programme to be implemented cautiously keeping in view the uneven classroom situation in the country and priority need of resources for UEE.

15. A Commission for bringing about examination reforms on an orderly basis to be established, examination reform to be implemented on a package basis along with semester system, modularisation and flexible entries and exit into formal school system for the students, with the facility of staggered credit acquisition.

16. Decentralisation of Planning, resource allocation, implementation and monitoring at all levels including at the university, faculty, teacher levels.

17. Basic changes to be introduced in teacher education programmes, particularly keeping in vie wthe need for provision of teachers in large scale for primarly education; development of intership model of teacher training.

18. Disagregated target setting for educational development: and programming on that basis.

19. Educational complexes to be established on pilot basis for decentralised school management and improvement.

20. Involvement of academics at the Central and State level more significantly in decision-making processes.

21. Significant but careful involvement of voluntary agencies in educational programmes, ensuring transparency in their operations.

22. Coordination and convergence of services from the level of Ministry down to the grass-roots.

23. Raising of internal resources for education by enhencement of fees for higher education with concessions and scholarships for the weaker sec tions amongst them: institution of loan facilities: involvement of term-lending institutions for development of educational infrastructure: rationa lisation of scholarship schemes; above all else, substantial enhancement of allocations for education as percentage GNP including by scmtiny of the adequacy of even the 6 per cent norm as recommended from the days of Kothari Commission.

24. Establishment of grievances redressel machinery to tackle the problems of teachers and students with reference to the report of the Law Commission; students to exercise their right of dissent in democratic means; involvement of teachers and students in decision making processes inside and outside the academic world.

Fraud in the imports of equipments for the GB Pant Hospital, Delhi

448. SHRI V. NARAYANASAMY:

SHRI VISHWASRAO RAM-RAO PATIL:

SHRI BAL RAM SINGH YADAVA:

DR. JINENDRA KUMAR JAIN:

SHRI SURESH KALMADI:

Will the Minister of HEALTH AND FAMILY WELFARE be pleased to state:

(a) whether it is a fact that a case of fraud amounting to more than Rs. 30 crores relating to the import of equipments for the G. B. Pant Hospital Delhi was recendy detected; and

(b) if so, what action Government have taken against the persons who are involved in the offence?

THE MINISTER OF HEALTH AND FAMILY WELFARE (PROF. SHAKEELUR REHMAN): (a) Yes, Sir.

(b) A High powered Committee has been appointed by Delhi Administration on 23rd November, 1990 to investigate the matter. On the basis of preliminary report|initial enquiry, the Store Officer and the Store Clerk of G. B Pant Hospital have been suspended and the Medical Superintendent of G. B. Pant Hospital has been transferred out of this Hospital. Anti Corruption Department of Delhi Administration has already registered FIR against the erring officials.

तकनीकी खराबियों के कारण एयरबस ए–320 की उड़ान को बीच रास्ते में रोका जाना

499. **श्रीमती सूर्यकांता पाटील :**
कुमारी चंद्रिका प्रेमजी केनिया:
श्री पर्वतनेनि उपेन्द्र :

क्या **नागर विमानन** मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि 8 दिसम्बर, 1990 को दिल्ली से बम्बई की उड़ान के दौरान एयरबस ए–320 को तकनीकी खराबियों के कारण अपनी उड़ान बीच रास्ते में रोक देनी पड़ी और वापस दिल्ली लौटना पड़ा;

(ख) क्या यह भी सच है कि जब से इस विमान को पुनर्चालित किया गया था, तब से यह तीसरी घटना थी ;

(ग) यदि हां तो ऐसी ए–320 उड़ानों को किस आधार पर पुनर्चालन की अनुमति दी गई है ; और

(घ) इस संबंध में ब्यौरा क्या है और क्या भविष्य में इन एयरबसों की उड़ान भरने से पूर्व अच्छी तरह जांच करने का विचार है ?

नागर विमानन मंत्रालय में राज्य मंत्री (श्री हरमोहन धवन) : (क) 9–12–1990 को एयरबस ए–320 विमान उड़ान संख्या आईसी 805 को, जो दिल्ली से बम्बई की उड़ान पर थी,- उड़ान भरने के बाद दबावविकरण अवरोध के कारण वापस दिल्ली में उतारना पड़ा ।

(ख) 4–12–90 को ए–320 विमान पर दो खराबियां महसूस की गई थी जो (i) कंप्रैशर वैन चेतावनी और (ii) ग्राउंड पावर नियंत्रण यूनिट में कमी से संबंधित थी ।